DOCUMENT RESUME

ED 164 532 95 SP 013 716

TITLE Evaluation of Instruction in Individually Guided Education. Description of Teacher Inservice Education Materials.
INSTITUTION National Education Association, Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Aug 77
GRANT 400-76-0091
NOTE 8p.; Research provided by NEA Project on Utilization of Inservice Education R&D Outcomes

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Academic Achievement; Effective Teaching; Elementary Education; *Evaluation Methods; *Individualized Programs; *Inservice Teacher Education; *Instruction; *Instructional Materials; Program Evaluation; Student Evaluation; Student Testing; Teaching Skills; Validated Programs

ABSTRACT

An instructional package is described designed to effect increased understanding and skill on the part of teachers in the principles and procedures of evaluation for individually guided education programs. Methods and techniques of pupil evaluation, program evaluation, and test construction are emphasized. Information is provided on program purposes, content, activities, resources, evaluation of learning, ordering information, and history of development. A critique is also included. (DS)

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DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: EVALUATION OF INSTRUCTION IN INDIVIDUALLY GUIDED EDUCATION (part of the "Leadership Series in Individually Guided Education")

Publication Date(s): Copyright 1976

Intended Users: Preservice and inservice teachers who are interested in evaluation techniques for individually guided education programs

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Grade Level(s): K-6

Number: Individual or group

Primary Focus: The intent of the product is to effect increased understanding and skill on the part of the user in the principles and procedures of evaluation for individually guided education programs. Methods and techniques of pupil evaluation, program evaluation, and test construction are emphasized.

School subject(s) and/or inservice topic(s) covered:

The inservice topics covered are evaluation and measurement as they relate to: basic measurement concepts; the cognitive, affective and psychomotor domains; test scores; published tests; the evaluation of instructional programs; recording and reporting pupil progress, and the construction of test items.

What participant does in using the materials:

The user reads material in the text, attends the class or workshop, views the filmstrips, participates in discussion, does selected activities and takes selected assessments.

Time required will depend on program structure, i.e., course or inservice training.

Resources:

The program material consists of a textbook and an Instructor's Guide. Two filmstrips are included in this program. Space required is a classroom equipped with appropriate audiovisual equipment. If the program is used as inservice material, a school building and students at the elementary level are desirable for completion of some activities. An instructor should be well-versed in the material and should have fundamental knowledge of the Individually Guided Instruction (IGE) program and philosophy.

Describer critique:

While the material is primarily designed for those participating or interested in participating in an IGE program, it has much value for any teachers or prospective teachers concerned with evaluation. The material is clearly presented and covers a wide range of evaluation procedures and concepts. The technical quality of the product is very good.

ASG26 tests & measurements - grading - criterion - teacher made tests - human growth & development - perceptual motor development - cognitive development - affective development - evaluation of instruction - behavior/learning - recording, reporting TD

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1.0 PURPOSES:

Rationale

The developer states: "Measurement, assessment and evaluation are essential functions in that they are or should be an integral part of instruction; and it is important that they be conducted in an organized and systematic manner.

"While measurement, assessment and evaluation are important for all schools, they are crucial when using the Instructional Programming Model (IPM) of individually guided education."

Goals

The purpose of this program is to provide teachers with information and skills that will aid them in their understanding of the purposes and methods of effective evaluation of their students, especially as oriented towards the individual student. These goals are inferred by the describer. The developer states: "Evaluation is generally not an end in itself but a means to effective instruction." The goal of the developer is to aid teachers in using effective evaluation to promote more effective instruction.

Objectives

While the developer states specific objectives for each chapter, no specific objectives for the entire program are stated. The describer infers that the basic objective is for users to learn how to apply concepts in measurement and evaluation in the successful planning, implementation, and evaluation of instruction in a wide range of curricula.

2.0 CONTENT — Scope and Sequencing of Topics:

The product is comprised of a 237-page text, a 106-page Instructor's Guide, and two 17-minute filmstrips. The contents of the books are listed below:

Evaluation of Instruction in Individually Guided Education

Editor's Foreword
Preface
Introduction to Measurement and Evaluation (p. 24)
Basic Measurement Concepts (pp. 25-48)
Evaluation in the Cognitive Domain (pp. 51-74)
Evaluation in the Affective and Psychomotor Domains (pp. 77-105)
Factors that Affect Test Scores (pp. 107-121)
Published Tests for Objective-Based Instruction (pp. 123-144)
Evaluating Instructional Programs (pp. 147-166)
Recording and Reporting Pupil Progress (pp. 169-197)
The Construction of Test Items (p. 199)
Glossary (p. 223)
Author's Index (p. 233)
Subject Index (p. 235)

Instructor's Guide

Editor's Foreword
Introduction
There are eight chapters corresponding to the titles of the eight chapters in the text, and three appendices:

Appendix A (p. 88)
Appendix B (p. 92)
Appendix C (p. 96)

Two filmstrips -
1. "Evaluating Student Learning"(17 minutes)
2. "Evaluating Instructional Programs" (17 minutes)

Sequence

The developer does not make a statement about sequence; however, the describer infers that the material is designed to be used in the order established by the developer.

There are no prerequisites for use of the product.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

The product may be used individually by a teacher as a handbook; however, the main emphasis is on group use.

In a group setting, the user meets with peers (group size is unspecified but the describer believes that 30 would be an optimum number) and an instructor. The learning setting is a classroom equipped with appropriate audiovisual aids.

The user reads the material (or has read it in preparation), views the coordinated filmstrip or film, listens to a lecture by the instructor and/or engages in discussion with peers and the instructor, and eventually participates in the activities selected by the instructor.

The instructor's role is to present the material, select activities for the users, and administer selected evaluations.

Time needed for course implementation will vary depending on user needs/purposes.

3.2 Help given in use of product:

A 106-page softcover booklet, Instructor's Guide for Evaluation of Instruction in Individually Guided Education is provided for use by the program instructor.

It provides guidelines for adaptation and suggests ways of using the printed and audiovisual material in various course settings.

The instructor should be well versed in the subject matter and have familiarity with the principles and methods of individually guided education.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Each chapter in the Instructor's Guide contains evaluation material that can be used as pretests and posttests at the discretion of the instructor. These tests would be administered by the instructor.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The time the user spends in using this product depends on whether the user is an undergraduate, graduate, or inservice teacher. As course material for preservice, the program could last for a semester, one or two hours a week; and as an inservice program, from one week to six (one hour per week for six weeks or every day for a week).

In addition to the product materials, space and equipment requirements include: a classroom, a filmstrip projector, projection screen, and, in case of an inservice program, a school building and students.

The instructor and all administrative/organizational arrangements must be provided by the user.

5.2 Distributor name/address:

Addison-Wesley Publishing Company
Jacob Way
Reading, Massachusetts 01867

(617) 944-3700

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
EVALUATION OF INSTRUCTION IN INDIVIDUALLY GUIDED EDUCATION includes:				
books:				
Evaluation of Instruction in Individually Guided Education	$5.95		1/participant	yes
Instructor's Guide	included in price of text		one	yes
filmstrips:				
"Evaluating Student Learning"	$15.00	no	one	yes
"Evaluating Instructional Programs"	$15.00	no	one	yes
TOTAL PACKAGE	$35.95			

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The authors are William Wiersma and Stephen G. Jurs, scholars in the field of measurement, research design and evaluation. They are currently at the University of Toledo, Ohio, and both have had experience as teachers at the secondary school level. The title of their project is The Leadership Series in Individually Guided Education. The source of this information is Dr. H. J. Klausmeier, series director and editor.

6.2 How developed and when:

Work on the products in the series began in 1972 in response to a proposal from the Sears Roebuck Foundation. It was developed over a period of three years in conjunction with the rest of the series and was field tested in 17 elementary schools in the four main geographical areas of the United States.

6.3 Evidence of effectiveness with users:

As a result of field testing, Dr. H. J. Klausmeier, series director and editor, states that the product was redesigned to be less theoretical and more practical.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The describer feels that the program is highly appropriate in introducing the user to the practical application of evaluation procedures in general.

The program is adaptable for preservice and inservice teachers of any subject at the elementary school level. Many of the methods and much of the information could be of value for teachers at the secondary level as well.

The technical quality of the printed material is very good. The printed material is durably bound in a glossy cover and the print is clear, although a few of the charts and diagrams have extremely small print. The filmstrips are attractive and audio frame advancement signals are audible.

Content accuracy/social fairness/community acceptance issues:

The content appears to be factually correct and current. Much of the content is theoretical rather than factual; although it is based on research and practical application.

No ethnic nor sex biases are evident.

The possibility of controversy exists with any theoretical content. Some may object to the emphasis on individualization. Others may not agree with the comment that the norm (referring to norm-referenced tests) should not be set as a standard to be attained by all students--especially in the current educational climate of dismay over falling standards.

Overall summary/comment:

The describer feels that the product is well designed and gives the user a practical orientation towards the application of evaluation procedures. Both preservice and inservice teachers could benefit from its use. The material is clearly written and the activities well suited to attainment of the objectives.

Although the material was developed primarily for use by personnel in schools in the IGE program, it is applicable to evaluation procedures in other schools as well.